DOCUMENT RESUME

ED 281 956 UD 025 513

TITLE	Project CARIBE, 1985-1986. OEA Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE	Mar 87
GRANT	GOO-842-5053
NOTE	44p.; Some parts of appendices contain small broken type.
AVAILABLE FROM	Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; *Career Awareness; *Computer Assisted Instruction; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Program Effectiveness; *Program Implementation; *Spanish Speaking; Urban Schools
IDENTIFIERS	*New York (Brooklyn)

ABSTRACT

In 1985-86, the second year of funding, Project CARIBE proposed to increase career awareness among Spanish-speaking students of limited English proficiency (LEP) through a computer-literacy program. The project operated at two schools in Brooklyn, New York, Eastern District High School and Clara Barton High School, but after the number of Spanish-speaking students at Clara Barton were found to have declined, the project's second site was switched mid-year to Far Rockaway High School. The project provided instruction in English as a second language (ESL), native language arts, and content-area subjects taught in Spanish; these classes were supplemented by enrichment experiences related to careers. For these experiences, the project planned to provide a resource/computer center in each of the participating schools, additional guidance and career-planning services for students, and ESL/Americanization classes for students' parents. All of these proposals were not fulfilled at both sites, and student achievement goals were not fully met. Recommendations for improving the project include: (1) develop the career awareness program with appropriate software; (2) develop instruments to measure pupil and staff awareness and/or attitudes, or modify the objectives; and (3) make every effort to implement the program fully at Far Rockaway in September. Questionnaires for staff and students to evaluate the program's effectiveness are appended. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281956

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: UD

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. CG IR FL

PROJECT CARIBE

1985-1986

OEA Evaluation Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard Gutierrez
NYC Board of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-842-5053

PROJECT CARIBE

1985-1986

Project Director:
Angelo Gatto

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
José J. Villegas, Evaluation/Planning Specialist
Shelley M. Fischer, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Harvey Nadler, Evaluation Consultant
Maria Grazia Asselle, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

It is the policy of the Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, sexual orientation, or sex, in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact: Carole Guerra, Local Equal Opportunity Coordinator, Office of Educational Assessment, 110 Livingston Street, Room 743, Brooklyn, New York 11201. Inquiries regarding compliance with appropriate laws may also be directed to: Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York; or the Director, Office of Civil Rights, U.S. Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

A SUMMARY OF THE REPORT

Project CARIBE, in its second year of funding, proposed to increase career awareness among Spanish-speaking students of limited English proficiency (LEP) through a computer-literacy program. The project was designed to pursue this goal through instruction in English as a second language (E.S.L.), native language arts, and content-area subjects taught in Spanish, provided by each school's tax-levy bilingual program, supplemented by enrichment experiences related to careers provided by CARIBE. For these experiences, the project would provide a resource/computer center in each of the two participating schools, additional guidance and career-planning services for students, and E.S.L./Americanization classes for students' parents.

Due to a decline of Hispanic LEP students at Clara Barton High School, the program obtained permission from the funding agency to switch sites to serve Hispanic students at Far Rockaway High School. Because of the switch of sites the project served a total of 395 LEP students: 196 students were served for the entire academic year at Eastern District High School; 100 students were served from September, 1985 through February, 1986 at Clara Barton High School; and 99 students were served from March, 1986 through the end of the academic year at Far Rockaway High School. The students varied widely in English language proficiency, ability in their native language, and in overall academic preparedness.

Project students at both schools participated in E.S.L. and native language arts classes. Bilingual content-area instruction in mathematics, science, and social studies was available at both schools.

Title VII funds supported a half-time coordinator, located at the central office, and a resource teacher and paraprofessional located at each site. The paraprofessional at Far Rockaway was not in place until May, however.

Computers were purchased and are available at the two schools. Career-oriented software, although ordered as early as 1984-85, was still not in place even at Eastern District. The computers were being used for tutorial purposes and were available to students at the resource center. Security measures are in place at the resource center. Other project services, such as guidance and college orientation and tutoring, were held during students' lunch hours or free periods.

Staff development activities included attendance at computer literacy courses, university coursework, and outside conferences and workshops on bilingual education, as well as regular staff training sessions offered at each school, according to program reports.

Activities to increase parental involvement at Eastern District included the establishment of a Parent Advisory council and E.S.L./Americanization classes. No activities for parents had been established at Far Rockaway.

Extracurricular activities for students at Eastern District included a career day, a talk offered by an IBM employee on "What You Can Do to Prepare Yourself for a Career in Business," a visit to the South Street Seaport, and to Brooklyn College for a performance of the Hartford Ballet.

Program objectives were assessed only at Eastern District because it was the only site where the program functioned for the entire academic year. Objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (teacher-made tests); and mathematics, science, social studies and business/vocational courses (teacher-made tests). Several project objectives, related to pupil and staff awareness and attitudes, were not measured due to missing data. Quantitative analysis of student achievement data indicates that:

-- Program students demonstrated gains superior to the average performance of high school E.S.L. students citywide, they mastered an average of 1.5 CREST objectives per month in the fall and 1.3 objectives per month in the spring. However, they failed to meet the objective because fewer than 75 percent mastered one objective per month.

-- The program objective in the area of native language arts could not be assessed as proposed; however, the percentage of program students passing these courses with a grade of 65 percent was 92 percent in the fall and 94 percent in the spring.

-- Program students did not meet the program objective of 75 percent passing mathematics, science, social studies, and business/vocational courses with a grade of 75 percent; however, the percentage of program students who passed these courses with a grade of 65 percent was equal to or greater than the objective criterion.

The following recommendations are made for possible program improvement:

-- Develop the career awareness program with appropriate software, in Spanish or English.

-- Develop and administer appropriate instruments to measure pupil and staff awareness and/or attitudes, or modify the objectives.

-- Every effort must be made to implement the program fully at Far Rockaway in September.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	PROGRAM DESCRIPTION	1
	Proposed Program	1
	Current Implementation	3
II.	STUDENT CHARACTERISTICS	5
III.	FINDINGS	11
	English as a Second Language	11
	Native Language Arts	15
	Cultural Awareness	15
	Content-Area Subjects	16
	Attendance	19
	Staff Development	19
	Parental Involvement	20
	Student Attitudes and Awareness	21
IV.	CONCLUSIONS AND RECOMMENDATIONS	22
V.	APPENDICES	24

LIST OF TABLES

		PAGE
Table 1:	Number and Percent of Program Students at Eastern District by Country of Birth.	6
Table 2:	Number and Percent of Program Students at Far Rockaway by Country of Birth.	7
Table 3:	Number of Program Students at Eastern District by Age and Grade.	8
Table 4:	Number of Program Students at Far Rockaway by Age and Grade.	9
Table 5:	Number of Program Students at Clara Barton by Age and Grade.	10
Table 6:	Results of the Criterion Referenced English Syntax Test at Eastern District.	14
Table 7:	Passing Rates for Content-Area Courses at Eastern District.	18

PROJECT CARIBE

CAREER AWARENESS PROGRAM IN BILINGUAL EDUCATION

Central Office:	1171 65th Street Brooklyn, New York 11219
Participating Sites:	Eastern District High School 850 Grand Street Brooklyn, New York 11211 Far Rockaway High School (spring semester only) 821 Bay 25th Street Queens, New York 11691 Clara Barton High School (fall semester only) 901 Classon Avenue Brooklyn, New York 11225
Year of Operation:	1985-86, Second Year of Title VII funding
Language of Instruction:	Spanish
Number of Participants:	280 (fall); 283 (spring)
Project Director:	Angelo Gatto
Project Coordinator:	Monserrat Espina

I. PROGRAM DESCRIPTION

PROPOSED PROGRAM

The chief goal of Project CARIBE was to increase career awareness among Spanish-speaking limited English proficient (LEP) students through a computer-literacy program. CARIBE proposed to serve 300 students at two Brooklyn high schools: 200 students at Eastern District High School, and 100 students at Clara Barton High School. The Clara Barton site was changed to Far Rockaway High School in March 1986 because Clara Barton did not have enough Hispanic students to need the program, and because there were some administrative problems there as well.

Project CARIBE was designed to achieve its basic goal through a combination of instruction in English as a second language (E.S.L.), native language arts, and content-area subjects, supplemented by career-related enrichment experiences. The project was to provide a resource/computer center in each school, supplementary guidance, career-planning services and enrichment experiences for students, and E.S.L./Americanization classes for students' parents. Classroom instruction was to be provided by each school's tax-levy bilingual program.

The proposed Title VII staff included a director and a coordinator located at the central office, a resource teacher and a paraprofessional at each school. and hourly staff for the parent education and curriculum development components. On-site staff members, under the supervision of an assistant principal (A.P.) at each school, were to be supported by the project director and clerical staff, located at the central office. Because Project CARIBE was designed to supplement instructional programs already in operation, the tax-levy contribution was expected to be sizable. At Eastern District, 22 tax-levy teachers provided bilingual instructional services to project students; 12 tax-levy teachers did likewise at Far Rockaway.

The two schools were selected as sites for the project because they had large numbers of Hispanic students who were in need of Title VII services. Eastern District is a zoned school that serves an overwhelmingly Hispanic community. Eighty-five percent of its students are eligible for the free-lunch program. A tax-levy bilingual program has been operating at this site for fifteen years. Of the 3,362 students at the school, 2,494 (74.2 percent) are Hispanic. Far Rockaway, also a zoned school, serves a

black and Hispanic community. Ninety percent of its students are eligible for the free-lunch program. A tax-levy bilingual program has been in operation for several years at this site. Of the 2,401 students at the school, 558 (23.2 percent) are Hispanic.

CURRENT IMPLEMENTATION

At Eastern District the Title VII staff was hired and working in September. Because the CARIBE resource specialist was transferred from Clara Barton in March 1986 and the educational assistant was not appointed until May, the Far Rockaway program was not fully operational during the period of this evaluation.

The project had a half-time coordinator, who was also coordinator for another Title VII-funded project. She supervised the resource teachers and served as liaison with the project director. She processed requests, assessed resources, and provided general administrative support for the project sites.

Although computers were purchased and were at the schools, career-orientation software was not available. However, at Eastern District project students were using computers for tutorial purposes. Because the resource specialist at Far Rockaway was still selecting students for the program in May, the question of computer use did not arise there.

The CARIBE resource specialist at Eastern District was familiar with the teachers, students, and the school administration, because she had worked at this site for several years prior to becoming a resource teacher for the project. The project's resource room was in full operation; the project's students were selected; and a schedule of project services had been arranged, usually during students' lunch and free periods. The

students who were interviewed said they were quite pleased with the program.

Each student attended a small group-orientation session in the project office on resources available to them through the project. Students were also trained to use such career materials as the Occupational Outlook Handbook. The project maintained a file for each student that included information on academic achievement, work experiences, hobbies, career interests, and a photograph of the student.

Trips and extracurricular activities were an important aspect of CARIBE at Eastern District; they made the program especially attractive to students. Activities in 1985-86 included a Career Day and a talk by a representative of IBM entitled "What You Can Do to Prepare Yourself for a Career in Business." Trips included visits to the South Street Seaport; to Brooklyn College, for a performance of the Hartford Ballet; and to Philadelphia.

The A.P. supervising Eastern District's bilingual program said the project was a "fantastic concept which opens new possibilities for students by giving them the opportunity of growing with the computer field and jumping into the new age." The administration was seriously considering incorporating the project into the school's regular structure.

At Far Rockaway, the resource specialist was in the midst of identifying eligible students and organizing small-group tutorials for them. There appeared to be discord between the resource specialist and the supervising A.P. on the issue of program implementation. The project coordinator was attempting to reconcile their differences and held meetings with them, singly and together.

II. STUDENT CHARACTERISTICS

In 1985-86, the student body at Eastern District was 74 percent Hispanic; 20 percent of the school's students read below grade level. At Far Rockaway the student population was 23 percent Hispanic and 64 percent black American. Twenty-five percent of the school's students read below grade level.

Criteria for participation in CARIBE included:

-- scoring below the twenty-first percentile on the English version of the Language Assessment Battery (LAB);

-- being a potential drop-out;

-- being a member of a low-income family; and

-- having an interest in developing job-related skills.

Most of the LEP students served by CARIBE at Eastern District and Far Rockaway were from the Dominican Republic, Puerto Rico, and El Salvador. No information on students' country of birth was available for the Clara Barton site. Fifty-seven percent of the students served at the three schools were female; females outnumbered males in all grades.

About 50 percent of the program students in each school were overage for their grade placement. Detailed data on the project students' countries of birth, grade, and age are presented for each school in Tables 1 through 5.

TABLE 1

Number and Percent of Program Students
at Eastern District by Country of Birth

Country of Birth	Number	Percent
Dominican Republic	58	35.2
Puerto Rico	32	19.4
Ecuador	19	11.5
El Salvador	14	8.5
Honduras	10	6.1
Mexico	8	4.8
Colombia	6	3.6
Nicaragua	5	3.0
Other Central and South American Countries	13	7.9
TOTAL	165*	100.0

*Data were missing for thirty-one students.

- Thirty-five percent of the program students at Eastern District were born in the Dominican Republic, 19 percent in Puerto Rico, 12 percent in Ecuador, 9 percent in El Salvador, and the rest in other Central and South American countries.

TABLE 2

Number and Percent of Program Students
at Far Rockaway by Country of Birth

Country of Birth	Number	Percent
El Salvador	28	37.8
Dominican Republic	13	17.6
Puerto Rico	13	17.6
Guatemala	6	8.1
Colombia	5	6.8
Other Central and South American Countries	9	12.1
TOTAL	74*	100.0

*Data were missing for twenty-five students.

- Thirty-eight percent of the program students at Far Rockaway were born in El Salvador, 35 percent in either the Dominican Republic or Puerto Rico, 8 percent in Guatemala, 7 percent in Colombia, and the rest in other Central and South American countries.

TABLE 3

Number of Program Students at Eastern District
by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	2	0	0	0	2
15	7	1	1	0	9
16	7	20	3	1	31
17	3	18	18	7	46
18	1	7	11	18	37
19	1	2	9	8	20
20	0	0	2	2	4
21	0	0	0	2	2
TOTAL	21	48	44	38	151*
Overage Students					
Number	12	27	22	12	73
Percent	57	56	50	32	48

Note. Shaded boxes indicate expected age range for grade.

*Data were missing for 45 students.

- Forty-eight percent of the program students at Eastern District were overage for their grade.
- The highest percentage of overage students was in grade nine (57 percent), whereas the lowest (32 percent) was in grade twelve.

TABLE 4

Number of Program Students at Far Rockaway
by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	8	0	0	0	8
15	14	1	1	1	17
16	10	13	2	0	25
17	7	6	7	1	21
18	4	3	9	1	17
19	2	2	0	2	6
20	0	0	3	0	3
TOTAL	45	25	22	5	97*
Overage Students					
Number	23	11	12	2	48
Percent	51	44	55	40	50

Note. Shaded boxes indicate expected age range for grade.

*Data were missing for two students.

- Fifty percent of the students were overage for their grade.
- The highest percentage of overage students was in grade eleven (55 percent).

TABLE 5

Number of Program Students at Clara Barton
by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	1	1	0	0	2
15	1	4	0	0	5
16	3	11	9	0	23
17	7	10	12	7	36
18	4	8	7	9	28
19	1	0	2	2	5
20	0	0	0	1	1
TOTAL	17	34	30	19	100*

Overage Students					
Number	15	18	9	3	55
Percent	88	53	30	16	55

Note. Shaded boxes indicate expected age range for grade.

- Fifty-five percent of the program students at Clara Barton were overage for their grade.
- The highest percentage of overage students was in grade nine (88 percent), whereas the lowest (16 percent) was in grade twelve.

III. FINDINGS

The evaluation findings for the 1985-86 academic year are based on test results, an examination of program materials and records, site visits, and interviews with project and school personnel. The findings are presented by objectives for the second year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

Because Project CARIBE did not serve program students at Clara Barton and Far Rockaway for the full year, evaluation of student achievement objectives is based only on the findings at Eastern District. Data regarding students' achievement at Far Rockaway are presented in Appendix A. No data on student achievement were available for the Clara Barton site.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the program, 75 percent of the students will demonstrate an appropriate increase in English-language proficiency.

Eastern District operated a large tax-levy bilingual program with a fully developed English-language component and a staff of nine E.S.L. teachers. The E.S.L. curriculum encompassed beginning through advanced levels and included reading in English. All CARIBE students were enrolled in the school's bilingual program and received E.S.L. instruction.

In three E.S.L. classes that were observed by a member of the evaluation team, the students were using traditional E.S.L. texts and teacher-prepared materials to good advantage. Students were developing listening and speaking as well as reading and writing skills.

The E.S.L. class that was observed at Far Rockaway was on the use of comparatives and superlatives to describe people and things. The teacher distributed a handout containing pictures of three houses and two students and descriptive information about each, and then asked the students to use what they had previously been taught to make statements comparing the three houses and the two students. She made sure that all students participated and was gentle and patient with students who were having difficulty in performing.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

---

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

Table 6 presents the test results for students who were pretested and posttested at the same level at Eastern District and their performance on the CREST by level and semester. Complete data (pretest, posttest, and level) were available for only 75 students (42 percent) in the fall and 84 students (46 percent) in the spring because 66 students were in transitional and mainstream courses each semester.

The program objective calls for an "appropriate" increase in English-language proficiency. Because Chapter I programs consider an average of one CREST objective per month as an appropriate level of achievement, this criterion was used to measure the achievement of the program objective. Only program students tested at Levels 1 and 2 in the spring mastered one CREST skill per month of instruction at a higher rate than required by the objective. The percentage of students who mastered three objectives in the three months between pretesting and posttesting each semester was 64 in the fall and 62 in the spring, thus lower than the objective criterion of 75 percent. Thus, the program objective was met only at Levels 1 and 2 in the spring semester.

Overall, students mastered an average of 1.5 objectives per month in the fall and 1.3 objectives per month in the spring. Had the program set the objective as an average mastery of one CREST skill per month of instruction, as do most Title VII high school bilingual programs in New York City, the program objective would have been surpassed.

TABLE 6

Results of the Criterion Referenced English Syntax Test
at Eastern District

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month	Percentage Gaining One Objective Per Month
				FALL					
1	34	12.4	7.0	16.9	6.4	4.5	3.3	1.5	67.7
2	41	14.7	6.3	19.0	5.3	4.3	4.0	1.4	58.5
TOTAL	75	13.7	6.7	18.1	5.9	4.4	3.7	1.5	64.0
				SPRING					
1	28	11.4	5.8	16.6	5.6	5.2	3.6	1.7	78.5
2	31	15.8	5.8	20.4	6.2	4.7	2.8	1.6	77.4
3	25	11.9	2.2	13.7	5.2	1.8	1.2	0.6	24.0
TOTAL	84	13.1	5.3	17.2	1.8	4.0	3.1	1.3	61.9

*Posttest minus pretest.

- The percentage of students who mastered one CREST level per month of instruction was lower than the objective criterion of 75 percent and thus, the program objective was not achieved either semester.
- Only program students tested in the spring semester at CREST Levels 1 and 2 met the program objective.

NATIVE LANGUAGE ARTS

-- As a result of participating in the program, 75 percent of the students will demonstrate a significant increase in Spanish language achievement, as measured by students' scores on the Interamerican Series, La Prueba de Lectura.

The native language arts objective at both Eastern District and Far Rockaway was implemented by a Spanish-language instructional program that encompassed beginning through advanced levels. Because these classes were also used to fulfill the foreign language requirement for graduation, they contained both native and non-native speakers and prepared all students for the State Spanish Regents examination. Eastern District provided two additional classes that were directed to the specific needs of native Spanish speakers. Eastern District had four teachers assigned to teach native language arts. Far Rockaway had six and three, respectively.

Student Achievement in Native Language Arts

No data were provided to assess the objective as stated. However, data on passing rates in native language arts classes were available for both semesters at Eastern District, where program students achieved high passing rates both semesters. Ninety-two percent of the program students in the fall and 94 percent in the spring passed native language arts courses with a grade of 65 percent or better.

CULTURAL AWARENESS

-- Seventy-five percent of the students will demonstrate an improvement in attitude toward their Spanish cultural heritage, as indicated by the results on an appropriate Language Cultural Heritage Attitude Scale.

A questionnaire (see Appendix B), "Bilingual Pupils' Improvement In Attitude Toward Their Cultural Heritage," was administered in February and

June at Eastern District. The questionnaire consisted of five items that measured students' attitudes on a five-point scale. According to the project coordinator, the percentage of the students with the most positive attitudes toward their Spanish cultural heritage increased by 52 percentage points. However, the reliability and validity of the instrument are questionable, as the items do not measure attitudes toward Spanish culture, but students' opinions on the program's contribution to their appreciation of their heritage. In addition, the measurement intervals are not uniform, and the scale is biased in the positive direction with four levels of agreement in the positive direction and only one in the negative direction. Thus, no conclusion can be reached about the attainment of this objective.

CONTENT-AREA SUBJECTS

-- As a result of participation in the program, 75 percent of the students will achieve a passing grade of 75 percent or better in the areas of mathematics, science, social studies, business, health, careers, and computer science.

Eastern District had ten teachers assigned to teach bilingual classes in math, science, and social studies. At Eastern District, a member of the evaluation team observed a world history class that was using a movie about Mussolini as a springboard for discussing the rise of fascism, a biology class on the functions of the inner ear (each student received an excellent handout featuring a labelled picture of the ear), and two math classes -- one on the proof of a geometric theorem, and another on the circumference of multilateral figures. These classes were conducted largely in Spanish, with the exception of the world history class, where the movie was in English. In each of these classes, the teachers were warm and friendly and managed to get nearly every student to participate. Class size ranged from

12 to 21. Both teachers and students used English occasionally without confusion on the part of other students.

Student Achievement in Content-Area Subjects

Table 7 presents passing rates for program students enrolled in mathematics, science, social studies, and business/vocational courses at Eastern District.

Examination of Table 7 reveals that using the proposed criterion of 75 percent as the passing grade, the objective was not achieved. However, the proposed criterion for passing is higher than the 65 percent normally set for passing in high school classes. Had the program used the passing grade (65 percent), the program objective of 75 percent of the students passing would have been surpassed in science, social studies, and business/vocational courses. It would also have been met in mathematics because it would not have been significantly different from the objective criterion.

TABLE 7

Passing Rates for Content-Area Courses
at Eastern District

Course	FALL		SPRING			
	Number of Students	Percent Passing with 75%	Number of Students	Percent Passing with 75%	Overall Passing With 75%	Overall Passing With 65%
Mathematics[a]	136	41.2	134	42.5	41.8	73.8
Science[b]	124	37.9	125	33.6	35.7	77.5
Social Studies[c]	163	53.4	128	53.1	53.3	82.3
Business/ Vocational[d]	43	69.8	64	59.4	63.6	92.5
Overall Passing Rate per Semester		47.2		45.4	46.3	79.4

[a]Math courses ranged from remedial math through calculus.

[b]Science courses ranged from general science through physics.

[c]Social Studies courses included world geography, global history, American history, economics, civics, and American studies.

[d]Business courses included typing, secretarial studies, computer literacy, and office machines.

- Overall, the objective of 75 percent of the students achieving a 75 percent passing rate was not met.

ATTENDANCE

-- As a result of participation in the program, the attendance rate of project students will be 10 to 15 percent greater than that of mainstream students.

No data were provided for the fall semester. Thus, the objective could not assessed.

STAFF DEVELOPMENT

-- As a result of participation in the program, staff will demonstrate professional growth. Ninety percent of the staff taking courses will complete the course work.

-- Staff members will demonstrate an increased awareness of pupil needs and problems. Seventy-five percent will improve at least one scale unit on a five-point scale.

Both of the project's resource teachers held master's degrees in education and each had more than 17 years of experience in the educational field. The paraprofessional at Eastern District had 18 college credits, while the one at Far Rockaway had 24. The coordinator was studying for her doctorate.

A total of 15 credits of coursework were taken by project staff members at Brooklyn College, Hunter College, the New School for Social Research, and Fordham University. The courses were in language, education, and computers.

Weekly departmental meetings were held by the department chairpersons at Eastern District and staff members also attended a once-a-semester "Excellence in Education" program (at the Board of Education's headquarters) and bimonthly "Career Education Workshops" (sponsored by Open Doors, also at the Board headquarters). In addition, parent-training seminars were held at the Board once a semester, and bi-monthly staff-training workshops were held by the Title VII office at Hunter College.

According to the project coordinator, a five-item questionnaire was administered to staff members in February and June. However, as with the questionnaire on the pupils' cultural heritage, the staff questionnaire ("School Staff's Awareness of Bilingual Pupils' Needs and Problems") appears inadequate. (See Appendix C.)

According to project reports, all staff members completed their courses. Thus, the first objective was met. However, since data generated by the five-point awareness questionnaire were not adequate, the second proposed objective could not be assessed.

PARENTAL INVOLVEMENT

-- As a result of the program, the parents of CARIBE students will demonstrate more parental involvement than parents of mainstream students.

The program fostered parental involvement by sponsoring special activities, such as monthly Parent Advisory Council (PAC) meetings and E.S.L. classes for parents, which were held six hours per week at Eastern District. According to staff members, an average of ten parents attended the PAC meetings; an average of 30 parents attended the E.S.L. classes. Given the lack of objective comparative data for the mainstream parents, the objective could not be assessed.

Since the program had only recently moved to Far Rockaway High School, parent involvement activities were still in a developmental stage.

ATTITUDE AND AWARENESS

-- As a result of participation in the program, students will demonstrate improvement in their attitude toward school. Seventy-five percent of the participating students will improve at least one scale unit on a five-point scale.

According to the project coordinator, a five-item questionnaire, "Bilingual Pupils' Improvement in Attitude Toward School," was administered in February and June. The data provided show that 167 program students were pretested and posttested and that the percentage of students with the most favorable attitudes increased from 14 percent to 96 percent. Like the other questionnaires, this one also seemed inadequate because the instrument is neither reliable nor valid: the items are biased and the measurement intervals are not uniform (see Appendix D). Thus, no conclusion could be reached regarding the achievement of this objective.

-- As a result of participation in the program, students will demonstrate improvement in their career awareness. Seventy-five percent of the participating students will improve at least one scale unit on a five-point scale.

The resource rooms were used for tutorials and career guidance. However, the software that was to have been used for career development was never received by the school. Participating schools reported that they did not know whether there were funds available for such items as materials, trips, equipment, and supplies. All such requests had to be sent by the school to the project director for his endorsement and submittal.

Since there were no data provided concerning the second objective (career awareness), this objective could not be assessed.

IV. CONCLUSIONS AND RECOMMENDATIONS

Project CARIBE complemented and enriched Eastern District's well-established tax-levy bilingual program, and was supported by the school administration. However, in its second year of operation, the project appeared to be having some difficulty in meeting its student achievement goals. The program objectives for which data were available were not achieved, at least in part because the criterion levels proposed were higher than those commonly proposed by other, similar, Title VII high school programs in New York City. The remaining objectives could not be assessed because of a lack of data or inadequate instruments.

Because the project shifted its services to Far Rockaway in the middle of the spring semester, the evaluation team has been not able to assess its effectiveness at that site. Unlike Clara Barton, Far Rockaway has a bilingual program; consequently, it seems feasible for Project CARIBE to achieve its objectives.

The following recommendations are made for possible program improvement:

1. Although the computers were in place at Eastern District, a maximum effort must be made to provide suitable English- or Spanish-language software, particularly in the area of career awareness. The resource specialist has to work at locating materials and developing computer-related activities in vocational courses in business and health careers if the project's stated objectives are to be met by its final year (1986-87). There was no evidence that the promised newsletter, Bilingual Advances in Health and Business Fields, had been developed.

2. Questionnaires to measure the attitudes and awareness of pupils and staff are a valid idea. However, the three questionnaires available to the project, containing only five items and positively skewed ratings, appeared to be insufficient to adequately measure these attitudes. Thus, the objectives should be modified or deleted.

3. Data should also be provided to assess the achievement of each of the proposed objectives. If the program cannot obtain data for a particular objective, the objective should be modified or deleted.

4. Every effort should be made to implement the program fully at Far Rockaway High School in September.

V. APPENDICES

APPENDIX A

Passing Rates for Content-Area Courses
at Far Rockaway

SPRING

Content Area	Number of Students	Percent Passing With 65%	Percent Passing With 75%
Mathematics	96	51.0	18.8
Science	90	67.7	34.9
Social Studies	95	64.2	35.2
Business/Vocational	56	76.3	59.2
Native Language Arts	21	61.9	42.9

APPENDIX B

Questionnaire

Subject: Bilingual pupils' improvement in attitude toward their cultural heritage.

Survey: On the 5-point scale next to the following statements check (/) your opinion about each.

	1 strongly agree	2 mostly agree	3 agree in general	4 agree slightly	5 disagree
My contact with at least one member of the school staff helps me appreciate my Hispanic Heritage more.					

II

	1 strongly agree	2 mostly agree	3 agree in general	4 agree slightly	5 disagree
The fact that there is a Title VII Bilingual Counseling Program helps me appreciate my Hispanic Heritage more.					

III

	1 strongly agree	2 mostly agree	3 agree in general	4 agree slightly	5 disagree
The fact that there are signs, posters and books in Spanish in the Title VII office (Rm. 318) helps me appreciate my Hispanic Heritage more.					

IV

	1 strongly agree	2 mostly agree	3 agree in general	4 agree slightly	5 disagree
The fact that I can go to see the Title VII Bilingual Counselor any time helps me appreciate my Hispanic Heritage more.					

V

	1 strongly agree	2 mostly agree	3 agree in general	4 agree slightly	5 disagree
The fact that there was a bus trip and there will be more activities planned for Hispanic students helps me appreciate my Hispanic Heritage more. — m/v.					

Cuestionario

AL ALUMNO(A): MARCA CON UN ✓ SUS OPINIONES.

I

	1	2	3	4	5
Mis contactos con al menos un miembro del personal de la escuela me hace apreciar más la cultura hispana.	Estoy muy de acuerdo.	A veces estoy de acuerdo.	Estoy generalmente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.

II

	1	2	3	4	5
El hecho de que hay un programa de consejo bilingüe en mi escuela (cuarto 318) me hace apreciar más la cultura hispana.	Estoy muy de acuerdo.	A veces estoy de acuerdo.	Estoy generalmente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.

III

	1	2	3	4	5
El hecho de que hay letreros, carteles y libros en español en la oficina del programa bilingüe me hace apreciar más la cultura hispana.	Estoy muy de acuerdo.	A veces estoy de acuerdo	Estoy generalmente de acuerdo	Estoy un poco de acuerdo.	No estoy de acuerdo.

IV

El hecho de que puedo ir a ver en cualquier momento al consejero bilingüe me hace apreciar más la cultura hispana.

	V				
	1	2	3	4	5
El hecho de que nos ofrecieron a los alumnos hispanos un viaje en autobús y que se planean otras actividades más me hace apreciar más la cultura hispana.	Estoy muy de acuerdo.	A veces estoy de acuerdo.	Estoy general mente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.

APPENDIX C

Subject: School staff's awareness of bilingual pupils' needs and problems.

Survey: Using the 5-Point Scale for the following five issues, please check your perception of each.

I

	1 essential	2 very important	3 important	4 somewhat useful	5 useless
It is useful to have access to a bilingual staff member to act as liaison for school personal working with bilingual students and/or their parents (as interpreter, facilitator in mediating issues, etc.)					

II

	1 essencial	2 very important	3 important	4 somewhat useful	5 useless
There is a need for the non-bilingual staff member to act as teacher of bilingual/bicultural students to learn about them (for example their learning style, etc.) so as to help them learn better.					

III

	1 essential	2 very important	3 important	4 some what useful	5 useless
There are differences between bilingual and "American" pupils that should be addressed. Areas of difference include language, learning style, emotional response, attitudes, values and cultural system.					

IV

	1 essential	2 very important	3 important	4 some what useful	5 useless
There are differences between the behavior of bilingual pupils and the expected norms of the classroom that need to be addressed. Areas of difference include language, learning style, emotional response, attitudes, values and cultural system.					

V

	1 essencial	2 very important	3 important	4 some what useful	5 useless
The language learning style, cultural content, values, etc, of the "American" classroom should be carefully introduced to bilingual pupils, preferably through their own styles, rather than imposed through a "melting pot" philosophy (bicognitive					

APPENDIX D

Questionnaire

Subject: Bilingual pupils' improvement in attitude toward school.

Survey: On the 5-point scale next to the following statements check (✓) your opinion about each.

I

I feel better about school because the Title VII Program in school is helping Us bilingual students to be happier and more successful.

1 strongly agree	2 mostly agree	3 agree general	4 agree slightly.	5 disagree

II

I feel better about school because there is at least one person on the staff who sees and appreciates Hispanic people.

1 strongly agree	2 mostly agree	3 agree general	4 agree slightly	5 disagree

III

I feel better about school because there is a Title VII Bilingual Counselor there whom I can talk to.

1 strongly agree	2 mostly agree	3 agree general	4 agree slightly	5 disagree

IV

I feel better about school because the ~~school~~ I learn more about school has classes where the life, language, and contributions of Hispanic people

1 strongly agree	2 mostly agree	3 agree general	4 agree slightly	5 disagree

people are discussed fairly."

	V				
"I feel better about school because I'm learning English and in this way I can talk with more people. m/v.	1 strongly agree	2 mostly agree	3 agree general	4 agree slightly	5 disagree

Cuestionario

AL ALUMNO(A): MARCA CON UN ✓ SUS OPINIONES.

	1	2	3	4	5
I. Aprecio más a mi escuela porque su programa bilingüe nos hace más felices y capacitados a los estudiantes bilingües.	Estoy muy de acuerdo.	A veces estoy de acuerdo.	Estoy generalmente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.
II. Aprecio más a mi escuela porque está allí por lo menos una persona del personal que conoce y comprende a los hispanoparlantes.	Estoy muy de acuerdo.	A veces estoy de acuerdo.	Estoy generalmente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.
III. Aprecio más a mi escuela porque está allí un consejero bilingüe con el cual puedo hablar	Estoy muy de acuerdo.	A veces estoy de acuerdo.	Estoy generalmente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.
IV. Aprecio más a mi escuela porque dan clases en que la vida, lengua y contribuciones de la raza hispana se discuten a menudo.	Estoy muy de acuerdo.	A veces estoy de acuerdo	Estoy generalmente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.

V

	1	2	3	4	5
Aprecio más a mi escuela porque aprendo allí el inglés y por lo tanto puedo hablar con más personas.	Estoy muy de acuerdo.	A veces estoy de acuerdo.	Estoy generalmente de acuerdo.	Estoy un poco de acuerdo.	No estoy de acuerdo.